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ABSTRACT

This manual contains guidelines for local education agency program (LEAP) reports for the collection of student assessment data in New York for school year 2000-2001. Student assessment data must be reported for elementary school students or students of chronological age equivalent to elementary school and for secondary school students from schools receiving aid for limited English proficient students, special education students, or students from schools that receive state compensatory or Title I aid. The types of records required for each student and the ways these records are coded and reported are described. The guide contains: (1) the LEAP timeline; (2) "Content Information"; (3) "LEAP Reporting Guidelines"; (4) "Data Definitions/Instructions"; (5) "LEAP Data Reporting Procedures"; (6) "Reporting Assessment(s)"; (7) "LEAP Code Lists"; (8) "LEAP Record Layout"; and (9) "LEAP Scoring Centers and Contacts." (SLD)

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2000–01 LEAP MANUAL

Student Assessment Data Collection

LOCAL EDUCATION AGENCY PROGRAM REPORTS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Information, Reporting and Technology Services
Albany, New York 12234

April 2001

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2000 – 01 LEAP Manual

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Timeline for LEAP Reporting
2000 – 01 LEAP Manual

January 29- February 2	4 ELA Test Administration
February 2 – February 7	4 ELA Make-up Tests
February 8 – February 14	4 ELA Scoring
February 12-15	4 ELA papers to Scanning Centers
March 5	RICs submit 4 ELA research file to CTB
March 20	Final Date for RICs to submit data to CTB
April 20	SED & RICs receive FTP data from CTB
April 27- May 4	CTB Ship 4 ELA Score Reports
May- anytime	4 Science Test Administered
May- anytime	8 Science Performance Test
May 4	DS receive summary reports for 4 ELA
May 8-9	8 ELA Test Administration
May 10-11	8 ELA Make-up Tests
May 15-16	8 Mathematics Test Administration
May 16-18	4 Mathematics Test Administration
May 14-25	8 ELA Scoring
May 17	Proposed public reporting day 4 ELA
May 17-21	8 Mathematics Make-up Tests
May 21-23	4 Mathematics Make-up Tests
May 21-29	8 ELA papers to Scanning Centers
May 24-June 5	4 and 8 Mathematics Scoring
June 6	4 and 8 Mathematics papers to Scanning Centers
June	Scoring 4 Science
June 29	4 Science papers to Scanning Centers
July 2	8 ELA research file due to CTB
July 5	8 Mathematics research file due to CTB
July 9	4 Mathematics research file due to CTB
August 3	Scanning Centers 3 complete files to CTB
August 24	Scanning Centers receive CTB research files
September 4-7	Schools Receive Score Reports
September 7	DS receive summary reports

LEAP FILES TO SED:

October 3	Superintendent's certification of LEAP due to RICs
October 5	Districts must submit data to SED by this date to ensure receiving a SED Performance Verification Report in time to correct errors.
October 24	Last day to certify LEAP data for submission by RICs
October 26	Last day for RICs to submit LEAP files to SED

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LEAP Reporting Guidelines
2000-01

Which schools must report through LEAP?

Category A: All public schools, including special act schools, with enrollments in grades 4 and/or 8, or which enroll ungraded students whose chronological age would place them in grades 4 or 8.

Category B: All public schools, including special act schools, that enroll students who first entered grade 9 (anywhere) during the 1997-98 school year (July 1, 1997 through June 30, 1998) and received funding from the sources listed below:

- Pupils with Compensatory Educational Needs, State Set-aside (PCEN)
- IASA Title I

Category C: All public schools, including special act schools, that enroll students who first entered grade 9 (anywhere) during the 1997-98 school year (July 1, 1997 through June 30, 1998) and receive funding from:

- State Limited English Proficient (LEP) General Aid (Part 154)

Which students must be reported through LEAP?

Category A schools must report:

- All students enrolled in grades 4 and 8, including all students with disabilities and all English language learners (ELLs), also identified as limited English proficient (LEP) students.
- All ungraded students with disabilities in the age ranges equivalent to grades 4 and 8, including students with severe disabilities who are eligible for the Alternate Assessment. An ungraded student with disabilities should be tested and reported on the grade 4 assessments no later than the school year (July 1-June 30) in which the student reaches his or her eleventh birthday. An ungraded student should be tested and reported on the grade 8 assessments no later than the school year in which the student reaches his or her fifteenth birthday. If an ungraded student within these age ranges has not previously been reported, an assessment record for the appropriate ELA and mathematics assessments for his/her age must be included on this LEAP file.
- All students in grades 4 and 8 including students that have been retained in grade must be tested and reported. Students in these grades who were not tested should be given a Standard Met code of '97' for administrative error. (Students that are repeating the subject matter, even though they have advanced to the next grade level should not be retested.)
- If a graded student with disabilities has reached the required age for testing but has not been tested previously, the student must be tested and reported regardless of his/her current grade level.
- Homebound (home-tutored) students must be tested and reported under the school where they are officially enrolled. A Homebound student is a

pupil who is "unable to attend school because of a physical, mental, or emotional illness or injury substantiated by a licensed physician and is instructed at home or in a hospital by a tutor provided by the school district in which the pupil resides."

Additional Information for Category A schools:

- No records should be submitted for students in grade 7 in 2000-01. The scores of grade 7 students administered the intermediate-level mathematics assessment should be retained and reported when the students are in grade 8.
- Students must be reported in the building in which they are enrolled (spend the majority of their school day). If a district consolidates students with disabilities into one district building, that building must report these students.
- Home-Instructed (home-schooled) students are not required to be reported through LEAP.

Category B schools must report:

- ***All students in the 1997 cohort***; including:
  - all students that were reported on page 1 of the Special Regents Examination Report for the 1997 cohort in the field "1997 cohort enrollment to be reported."
  - all students in the 1997 cohort enrolled in any nonpublic school within the district boundaries receiving funding from, or services supported by, PCEN or Title I. Nonpublic students in the 1997 cohort should be identified according to the directions in the 2001 Special Regents Examinations Report for Nonpublic Schools.

Category C schools must report:

- all ELLs in public or nonpublic schools in the 1997 cohort as defined under Category B above who received funding from, or services supported by, Part 154.

Which assessments must be reported through LEAP?

Category A Schools:

- The records of all grade 4 students must include the following assessments: English Language Arts, mathematics, science objective, and science performance (station 3 and either stations 1 & 2 or stations 4 & 5). The assessment scores of every tested student must be reported. If a student was not tested or received a score of "999" (not valid), the assessment record must report the reason that the student did not have a valid score in the Standard Met field. ***An alternative reading assessment must be reported for all eligible ELLs who did not take the ELA assessment.***
- The records of all grade 8 students must include the following assessments: English Language Arts and mathematics. If a student was

not tested or received a score of "999" (not valid), the assessment record must report the reason that the student did not have a valid score in the Standard Met field. ***An alternative reading assessment must be reported for all eligible ELLs who did not take the ELA assessment. Students in grade 7 who have completed the K-8 mathematics curriculum may take the middle-level mathematics assessment. The scores of grade 7 students administered the intermediate-level mathematics assessment should be retained and reported when the students are in grade 8.***

- The records of all students with severe disabilities who will participate in the Alternate Assessment program as specified by their IEPs should include assessment records for ELA and mathematics. The Standard Met field should be coded "07."
- ***Scores on the grade 8 social studies test, the grade 8 science test and the intermediate-level technology test administered in the 2000-01 school year <u>will not</u> be collected. Tests in social studies and science will be administered in 2001 for local information only. No reports of student or school performance will be sent to the Department for the 2001 administrations. Schools are required to report individual results to parents and to provide academic intervention services to students below the State standard. The intermediate-level technology test will be sent to schools to use for program evaluation only.***

Category B and Category C Schools:

- These schools must report results of secondary-level State assessments in English language arts (reading and writing) and mathematics required for graduation.
- All students must demonstrate competency in reading, writing, and mathematics for high school graduation. General-education students who first entered grade 9 in September 1997 or later must demonstrate proficiency in English language arts and mathematics by achieving a score of 65 or higher (55 or higher if this standard was adopted by the local board of education) on the Regents Comprehensive Examination in English and a Regents examination in mathematics. Students with disabilities and certain Section 504 students may use the RCTs in reading, writing and mathematics to demonstrate competency for a local diploma.
- Directions for reporting results: Category B and C schools should first complete the State Education Department's 2001 Special Regents Examination Report for the 1997 cohort. (This Report must be submitted to the State Education Department in July 2001.) Districts should complete one LEAP record for each student member of the 1997 cohort (students identified on page 1 of the 2001 Special Regents Examination Report in the record "1997 cohort enrollment to be reported.") Each record should include an assessment record for Regents examinations in comprehensive English and mathematics.

- For general-education students not eligible for the safety net (students reported in boxes **a-d** on page 2 of the 2001 Special Regents Examination Report), the Regents examination assessment fields should be completed as follows:
  - If the student has been tested, the score achieved should be entered in the Score field and the appropriate code – "01," "02," "03," or "04" – should be entered in the Standard Met field.
  - If the student has not been tested, a score of "999" should be entered in the Score field and "99" should be entered in the Standard Met field.
  - If the student took a component retest and achieved a low pass (55-64) or pass (65-100) for the corresponding Regents examination, the score should be entered in the Score field. Enter 55 if the student achieved a low pass; enter 65 if the student achieved a pass. Enter "02" or "03" in the Standard Met field.
- For students with disabilities and general-education students eligible for the safety net (students reported in boxes **e-l** on page 2 of the 2001 Special Regents Examination Report), the Regents examination assessment field should be completed as follows:
  - If the student has achieved a score of 55 or higher on the Regents examination, the score achieved should be entered in the Score field and "02," "03," or "04" should be entered in the Standard Met field.
  - If the student took a component retest and achieved a low pass (55-64) or pass (65-100) for the Regents examination, the score should be entered in the Score field. Enter 55 if the student achieved a low pass; enter 65 if the student achieved a pass. Enter "02" or "03" in the Standard Met field.
  - If the student has not achieved a score of 55 or higher on the Regents examination, but has taken the appropriate Regents competency test(s), "07" should be entered in the Standard Met field for the Regents examination. Additional assessment records for the appropriate RCTs should be completed to record the RCT score and Standard Met.
  - If the student has taken neither the Regents exam nor the RCT, enter "999" in the Score field and "99" should be entered in the Standard Met field for the Regents examination.

Reporting Students with Severe Disabilities:

The Federal Individuals with Disabilities Education Act (IDEA) requires that each state develops and implements an Alternate Assessment for students who, as a result of their disabilities, cannot participate in State and local assessments. The Alternate Assessment is designed to measure the progress of students with severe disabilities in meeting the alternate performance level for the learning standards (see Section 100.1 of the Commissioner's Regulations for the definition of "alternate performance level" and "student with a severe disability").

The reauthorization of IDEA in 1997 stipulated that Committees on Special Education may no longer exempt students with disabilities from testing. Every student must either participate in the State assessments or an approved alternative for his or her grade level or take the State Alternate Assessment. No student may be exempted from an assessment because of a disability.

In the **2000-01** school year, records for students with disabilities must be included in the LEAP file as directed on page 5 of this manual. Students with severe disabilities should be administered alternative assessments as specified in the March 2001 memo from Rita D. Levay titled "The State Alternate Assessment for Students with Severe Disabilities." These students should be given a Standard Met code of "07."

Beginning in the 2001-02 school year, schools will be required to administer the State Alternate Assessment to eligible students with severe disabilities who are age equivalent to grade 4 and/or 8. Districts will be required to report these results using LEAP.

An ungraded student with disabilities should be tested on grade 4 assessments no later than during the school year (July 1-June 30) in which the student reaches his or her eleventh birthday. An ungraded student should be tested on grade 8 assessments no later than during the school year in which the student reaches his or her fifteenth birthday. If a student with disabilities within these age ranges has not previously been reported, a record with the appropriate assessments for his/her age must be included on this LEAP file.

What must be reported on the LEAP Record?

Each student record contains the following data elements:

- Positions 1 – 12 BEDS Code (12 digits)
- Positions 13 – 16 School Year
- Position 17 Building Status
- Positions 18 – 21 Funding Source
- Positions 22 – 30 Student Identification number
- Positions 31 – 38 Date of Birth
- Positions 39 – 40 Grade Level
- Position 41 Gender
- Position 42 Ethnicity
- Position 43 Poverty
- Position 44 Population
- Position 45 Mobility
- Position 46 Disability
- Position 47 Program Services (students with disabilities only)
- Position 48 Level of Integration (students with disabilities only)
- Positions 49 – 60 Service Provider Code
- Position 61 ELL Status
- Position 62 Years Enrolled in Bilingual Education or English as a Second Language Instruction (ELL and former ELL students only)

For each assessment the following data must be reported:

- Subject Code
- Measure Code
- Language of Assessment Code
- Date of Administration
- Score
- Standard Met code

Data Definitions/Instructions

BEDS Code (positions 1 – 12)

A BEDS code must be reported for each student. This unique 12-digit code is assigned to each building in New York State through the Basic Education Data System (BEDS). A file with school BEDS codes to be used in reporting can be found at the following website: www.emsc.nysed.gov/irts/

- The first six digits (1 – 6) identify the district or **Local Education Agency (LEA)** within which the building is located.
- The seventh and eighth (7 – 8) digits identify the institution type.
- The ninth through twelfth (9 – 12) digits identify the building within the district.

Additional Instructions for Special Populations

- Students placed outside the district, as the result of a decision by the district, must be included in the district LEAP file. Such students may be placed in a special education program outside the district by the Committee on Special Education (CSE) or placed in an alternative education program by district or school administrators. The LEAP records for these students must include the 12-digit BEDS code for the service provider (see Service Provider, positions 49 – 60 below) as well as the BEDS code for the district of residence. The BEDS code for these students should be the district's eight-digit BEDS code followed by "0999." This procedure will ensure that these students are included in district summary reports and in summary reports for the service provider.
- If home-schooled students who took State assessments are included in the district LEAP file, the BEDS code for these students should be the district's eight-digit BEDS code followed by "0888." This will distinguish them from other district students so their performance will not be included in district and school summary reports. (It is **not** necessary to report home schooled students through LEAP.)
- Students must be reported in the building in which they are enrolled (spend the majority of their school day). If a district consolidates students with disabilities into one district building, that building must report these students.

Year (positions 13 – 16)

A year must be reported for all students. The year is 2001 for all records.

Building Status (position 17)

A Building Status code must be reported for all students. Building Status is used to describe the way in which Title I funds are used in a building. All students in the same building must be reported with the same building status code regardless of whether they were served by Title I funds.

- School-wide program is used to describe a building in which Title I funds are used to serve all students in the building. Such buildings have at least 50 percent of the student body from low-income families.
- Targeted assistance program is used to describe a building in which Title I funds are used to serve specifically identified students in need of compensatory education services.

- Other is used to describe a building not receiving Title I funds.

Funding Source (positions 18 – 21)

A funding source code should be reported for all students. Identify up to four sources of funding for services received by the student. If applicable, services funded by any of the Federal or State fund sources listed below must be reported before any other fund source:

- IASA Title I (code E)
- PCEN (code A)
- LEP General Aid (code L)
- two-way Bilingual Education Program (code B)

- If a building operates a Title I school-wide program, all students in the building should be reported with a Title I funding source (code E).
- If a building operates a Title I targeted assistance program, only students actually served by the Title I funds should be reported with a Title I funding source (code E).
- If a student does not receive services funded by any Federal or State fund sources, the student must be reported as being served by a Local Assistance (tax levy) Program (code N).

Student ID Number (positions 22 – 30)

A student ID number must be reported for all students. The number is assigned by the district to identify the student. The student ID must be unique within the district. To ensure confidentiality, this student ID number is used in place of the student name. The student ID must be numeric, contain no letters or special characters, and be zero-filled if less than nine digits.

Date of Birth (positions 31 – 38)

The date of birth of all students must be reported. Files should be reviewed to ensure that all birthdates are within the appropriate ranges for each grade level.

Grade Level (position 39 – 40)

The current grade level of all students must be reported. Only students with disabilities who are receiving services in an ungraded setting may be reported as ungraded elementary or ungraded secondary. Generally, the grade level reported for each student should match the grade level used in completing the School Data Form of the Basic Educational Data System.

Reporting Ungraded Students:

- Grade 4: An ungraded student with disabilities should be tested and reported on the grade 4 assessments no later than during the school year (July 1-June 30) in which the student reaches his or her eleventh birthday.
- Grade 8: An ungraded student should be tested and reported on the grade 8 assessments no later than during the school year (July 1-June 30) in which the student reaches his or her fifteenth birthday.

- If a student with disabilities within these age ranges has not previously been reported, an assessment record for the appropriate assessment for his/her age must be included in this LEAP file.

Gender (position 41)

The gender of all students must be reported.

Ethnicity (position 42)

The ethnicity of all students must be reported.

Poverty (position 43)

The poverty status of all students must be reported. Title I regulations require separate reports of assessment data for students from low-income families and students from other families. The U.S. Department of Agriculture has authorized the use of enrollment in free- and reduced-price lunch programs to identify students from low-income families for Title I reporting purposes. If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. Please consult the State Education Department's Office of Child Nutrition Program Administration for guidelines.

Population (position 44)

A population code must be reported for all students. Migrant students, neglected or delinquent students, and homeless students must be identified as such regardless of whether they attend a public or nonpublic school. Contact the nearest Migrant Tutorial Program for assistance in identifying migrant students.

Migrant Student

Identify any child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- has moved from one school district to another; or
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Neglected/Delinquent Students

All students who are served in an institution for the neglected and delinquent must be so identified. Students who were served in such a facility, who are now placed in a public school, and for whom that school receives additional Title I funding, must be reported as neglected/delinquent.

Homeless Students

All students who are served by programs for the homeless must be so identified.

Mobility (position 45)

The mobility status of all students must be reported. For accountability purposes, there are three mobility codes:

1. Students who were continuously enrolled in the same school from the first Wednesday in October until the date of test administration;
2. Students who were continuously enrolled in the same district, but not in the same building, from the first Wednesday in October until the date of test administration; and
3. Students who were not continuously enrolled in the same district from the first Wednesday in October until the date of test administration.

- Students with multiple assessments should be reported with a mobility code based on the date when the first assessment was administered.
- All students in the 1997 cohort should be reported with a mobility code of "1."

Disability (position 46)

A disability code must be reported for all students.

Disability coding of students:

- A student who receives services under Section 504 is reported as general education.
- A student must be reported as a student with a disability if classified by the Committee on Special Education (CSE) at the time of administration of any of the assessments being reported for that student.
- If a student's classification was changed between administrations of State assessments, the student should be reported as disabled.
- A student who receives Declassification Support Services prior to administration of the first State assessment for their grade must be reported as a general-education student.
- For students with disabilities who receive home-based special education service(s), the providing district must ascertain the specific nature of the service and report students in the appropriate Program Service category.
- For Category B and C schools only, a student should be coded as disabled if he or she was classified as disabled at any point in grades 8-12.

Records that must be reported:
The following records must be reported for all students with disabilities:

- Program Services,
- Level of Integration, and
- Service Provider (only if educational services are provided outside the district of residence).

With the exception of Service Provider (which can be reported for both students with disabilities and general-education students receiving educational services outside the district of residence) these records must be left blank for general-education students.

Program Services (position 47)

Program services must be reported for all students with disabilities. Do not report program services for general-education students.

Level of Integration (position 48)

The level of integration must be reported for all students with disabilities. Level of integration refers to the percentage of time during the school day that the student is **not** in general classrooms or activities (that is, classrooms or activities that include non-disabled as well as disabled students). Refer to guidelines distributed by VESID with the pupils with disabilities (PD) report forms. Do not report level of integration for general-education students including those students who were declassified.

Service Provider (positions 49 – 60)

Students who are placed outside the district of residence by the CSE or other agent of the district must be reported with a 12-digit BEDS Code as previously described and with the 12-digit code for the Service Provider.

Each RIC has been provided the 12-digit codes for all service providers in New York State and for all out-of-state special-education service providers.

ELL Status (position 61)

ELL status must be reported for all students. The current status of ELLs is determined by the last annual assessment of English proficiency using a Department-approved instrument. Districts should contact their nearest Bilingual Education Technical Assistance Center (BETAC) to obtain assistance with ELL identification procedures.

Part 154 of Commissioner's Regulations defines students with limited English proficiency (LEP) as pupils who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. Another term popularly used for these students is English language learners (ELL). All ELL/LEP students who score at or above the 30th percentile on an approved test of reading in English must take the State assessments in English language arts and mathematics. ELL/LEP students may choose to take the mathematics assessment in their native languages (if available) or in English.

<u>English Language Arts</u>: All ELL/LEP students who score below the 30th percentile on a test of reading in English may take an approved alternative assessment rather than the elementary- or middle-level English language arts (ELA) assessment to measure their progress toward learning English. Part 154 of Commissioner's Regulations establishes performance standards and assessment requirements for ELL/LEP students.

If a district chooses to administer the State English language arts assessment to a student scoring below the 30th percentile on a test of reading in English, the student's score on the ELA assessment must be reported and will be used for accountability purposes.

Records for ELLs who take an alternative assessment in lieu of the grade 4 or grade 8 ELA assessment should include:

- An assessment record for the ELA (grade 4 or 8). A score of "999" should be entered to indicate that the test was not administered and a Standard Met code of "08" should be entered to indicate that an alternative assessment was administered.
- An assessment record for the approved test of English proficiency in reading. The score may be left blank. The appropriate Standard Met code must indicate whether or not the student made satisfactory improvement since the last time the student was tested (either the annual assessment or the initial assessment if served for less than a year). If this assessment record is missing, the student will be counted as **not** having made adequate progress.

Part 154 Performance Standards

The table below presents the performance standards for approved assessments of English language proficiency in reading.

Approved Assessment	CR Part 154 Performance
LAB (Reading)	**
LAS-Reading	**
LAB Total	**
District-wide Standardized Reading	gain of 5 or more NCE's

**Satisfactory improvement is based on performance standard defined by publisher.

Mathematics and Science: Any ELL/LEP student who scores below the 30th percentile on a test of reading in English must take the appropriate State mathematics and science assessments for his or her grade level if that assessment is available in his or her native language. These ELL/LEP students may choose to take the required mathematics and science assessments in English rather than in their native languages. The elementary- and middle-level mathematics and science assessments are available in Chinese, Haitian-Creole, Russian and Spanish. If no test is available in a student's native language, that student may be exempted. The Standard Met code of "08" should be entered to indicate that the student was ELL exempt from the mathematics and/or science assessment(s).

Years Enrolled in BE or ESL Instruction (position 62)

Must be reported for all ELLs and former ELLs. All students, currently or formerly receiving instruction in a bilingual education program (a transition program of instruction that includes an English as a Second Language component, content area instruction in the native language and English, and a native language arts component), a free-standing ESL program (a program of instruction composed of an English as a second language component, and content area instruction in English supported by English as a second language methodologies), or any program services funded by State ELL Aid (Part 154), must be reported.

LEAP Data Reporting Procedures

Information Requested	Positions	Instructions	Codes
BEDS Code	1 – 12	Enter in positions 1 – 12 the unique 12-digit code assigned by SED to identify the building in which the student is enrolled. Students placed outside the school district must be reported with a BEDS code that ends in "0999." Home-schooled students must be reported with a BEDS code that ends in "0888."	See BEDS (Basic Educational Data Systems) code list issued by SED.
Year	13 – 16	Enter in positions 13 – 16 the school year being reported, 2001	
Building Status	17	Enter in position 17 the one-digit code for the use of Title I funding in this building.	1 = School-wide Program, 2 = Targeted Assistance Program 9 = Other
Funding Source	18 – 21	Beginning in position 18, enter each of up to four funding sources for each student. Funds from several sources are sometimes merged to support a program.	See "Funding Sources" code list on page 24. Use 'N' (Local Assistance - tax levy) for students in buildings not having any other "Funding Sources" reported.
Student ID Number	22 – 30	Enter in positions 22 – 30 the unique number that the district has assigned to identify this pupil. This ID must be numeric (may not contain letters or special characters). Right-justify and zero-fill ID numbers with fewer than nine digits.	
Date of Birth	31 – 38	Enter in positions 31 – 38 the student's birth date in the format **YYYYMMDD**.	
Grade Level	39 – 40	Enter in positions 39 – 40 the two-digit code that identifies the student's current grade level.	04 = Grade 4, 05 = Grade 5, 06 = Grade 6, 07 = Grade 7, 08 = Grade 8, 09 = Grade 9, 10 = Grade 10, 11 = Grade 11, 12 = Grade 12, *and, for Special Education only,* 13 = Ungraded elementary, K-6 14 = Ungraded secondary, 7-12
Gender	41	Enter in position 41 the code for the gender of the student.	M = Male F = Female
Ethnicity	42	Enter in position 42 the ethnicity of the student.	I = American Indian/Alaskan Native, B = Black (not Hispanic origin) A = Asian/Pacific Islander H = Hispanic W = White (not Hispanic origin)

Information Requested	Positions	Instructions	Codes
Poverty	43	Enter in position 43 the code to indicate whether or not the student comes from a low-income family.	1 = student is NOT from low-income family 2 = student IS from low-income family.
Population	44	Enter in position 44 the one-digit code that identifies this pupil's population. Migrant, neglected/delinquent, or homeless students must be identified as such regardless of whether they attend a public or nonpublic school, or are home-schooled.	1 = Public school student 2 = Nonpublic school student 3 = Migrant student 4 = Neglected /delinquent student 5 = Homeless Student 6 = Home-schooled 9 = Other
Mobility	45	Enter in position 45 the one-digit code that describes the student's mobility. All students in Category B and C schools should be coded "1."	1 = Student was continuously enrolled in this building from the 1st Wednesday in October until the Test Date. 2 = Student was continuously enrolled in the district, but not in this building, from the 1st Wednesday in October until the Test Date. 3 = Student was not continuously enrolled in this district from the 1st Wednesday in October until the Test Date.
Disability	46	REQUIRED for all students. Enter in position 46 the student's disability code. Students with disabilities in Category B and C schools may be coded "1."	**Category A schools:** 9 = Non-disabled A = Autistic B = Emotionally Disturbed C = Learning Disabled D = Mentally Retarded E = Deaf F = Hard of Hearing G = Speech Impaired H = Visually Impaired (includes Blind) I = Orthopedically Impaired J = Other Health Impaired K = Multiple Disabilities L = Deaf and Blind M = Traumatic Brain Injury Category B and C schools: 1 = Disabled 9 = Non-disabled

Information Requested	Positions	Instructions	Codes
Program Services/SE	47	REQUIRED for all students with a disability in Category A schools. **Leave blank for a non-disabled student.** If a student attends a special class in combination with any other special education services, use code "9".	1 = Receives related services. 2 = Receives consultant teacher services. 3 = Receives resource room services. 4 = Receives related and consultant teacher services. 5 = Receives related and resource room services. 6 = Receives consultant teacher, and resource room services. 7 = Receives related, consultant teacher, and resource room services. 9 = Special Class Program.
Level of Integration	48	REQUIRED for all students with a disability in Category A schools. Leave blank for a non-disabled student. Refer to guidelines distributed by VESID with the pupils with disabilities (PD) report forms.	1 = Outside general ed. for 20% or less. 2 = Outside general ed. for 21-60%. 3 = Outside general ed. for more than 60%. 4 = All separate setting.
Service Provider	49 – 60	Complete for student **ONLY** if instruction was provided outside the district of residence. Otherwise leave blank.	See Instructions (page 14).
ELL Status	61	REQUIRED for all students. Enter in position 61 the one-digit code that indicates whether or not the student is/was ELL (formerly identified as limited English proficient LEP).	1 = Student NEVER identified as ELL. 2 = Student identified as ELL and scored AT/ABOVE either the 30th percentile on an NRT English reading test, OR, a publisher's recommended score on an approved measure of ESL in reading. 3 = Student identified as ELL and scored BELOW either the 30th percentile on an NRT English reading test, OR, a publisher's recommended score on an approved measure of ESL in reading. 4 = Student FORMERLY identified as ELL.
Years Enrolled in BE or ESL Instruction.	62	REQUIRED for ELL and former ELLs (ELL STATUS 2, 3, or 4). Enter in position 62 the number of years this student has received services under Part 154.	1 – 6 years or blank.

Reporting Assessment(s)

The 2000 – 01 LEAP record layout accepts as many assessments as needed. Each assessment reported must contain the following:

Information Requested	Instructions	Codes
Subject	Enter the one-digit code that identifies the subject area being assessed.	1 = English Language Arts (reading, writing, speaking) 2 = Mathematics 3 = Science 4 = Social Studies 6 = Second Languages 7 = Career Education
Measure	Enter a 3-digit code for the test (measure) being reported.	See "Assessment Measure Codes" list on pages 20-21.
Assessment Language	Enter a 2-digit code for the language of the test being reported. English = "00," if not tested use "00".	See "Assessment Language Codes" list on page 24.
Date of Administration	Enter the date of the test in the format **YYYYMM**. Only assessments administered in the year 2001 should be recorded.	
Score	Enter the 3-digit test score. Score is REQUIRED for a State test. Score is OPTIONAL for an alternative test. *(No score is required for the Alternate Assessment used for severely disabled students.)*	Use SCALED SCORES for grade 4 and 8 ELA and Mathematics; use **RAW** score for grade 4 science and RCT Reading; use **PERCENT** for other RCTs, Regents, CEP, & SLP. Use "999" for student not tested because of an exemption or an absence.
Standard Met	Enter the 2-digit code for the standard met by the test performance. Standard Met is REQUIRED for all tests being reported.	See "Standard Met codes" list on pages 22 – 23. Use "07" or "08" for a student exempted from the test. Use "99" for a student not tested. Use "97" for no test score due to administrative error. Use "96" for a student who refused to take the test.

Assessment	LEAP Record Positions
1st Assessment reported	63 – 79
2nd Assessment reported	80 – 96
3rd Assessment reported	97 – 113
4th Assessment reported	114 – 130
5th Assessment reported	131 – 147
6th Assessment reported	148 – 164
7th Assessment reported	165 – 181
8th Assessment reported	182 – 198
9th Assessment reported	199 – 215

Assessment Measure Codes
2000 – 01

006	Grade 4 ELA	056	Regents in Italian
008	Grade 4 Mathematics	057	Regents in Latin
009	Grade 8 ELA	058	Regents in Spanish
010	Grade 8 Mathematics	059	Regents Living Environment
020	RCT Reading		
021	RCT Writing	060	Second Language Proficiency in French
022	RCT Mathematics	061	Second Language Proficiency in German
023	RCT Science	062	Second Language Proficiency in Italian
024	RCT Global Studies	063	Second Language Proficiency in Latin
025	RCT U.S. History and Government	064	Second Language Proficiency in Spanish
026	Native Language Writing Test		
		070	Career Ed. Proficiency, Intro to Occupations
030	Grade 4 Sci: Objective Test	071	Career Ed. Proficiency, Bus. Analysis/Computer
031	Grade 4 Sci: Performance Test (Stations 1 & 2)	072	Career Ed. Proficiency, Health Occupations
032	Grade 4 Sci: Performance Test (Station 3)	073	Career Ed. Proficiency, Human Development
033	Grade 4 Sci: Performance Test (Stations 4 & 5)	074	Career Ed. Proficiency, Clothing and Textiles
034	Grade 8 Science Scale Score	075	Career Ed. Proficiency, Food and Nutrition
035	Grade 8 Science Performance Test Raw Score	076	Career Ed. Proficiency, Housing and Envir.
036	Grade 5 Social Studies		
037	Grade 8 Social Studies	080	Severe Disabilities Alternate Assessment ELA
038	Intermediate Level Technology	081	Severe Disabilities Alternate Assessment Mathematics
		082	Severe Disabilities Alternate Assessment Science
040	Regents Comprehensive English Exam	083	Severe Disabilities Alternate Assessment Social studies
041	Regents Sequential Mathematics I Exam	084	Severe Disabilities Alternate Assessment Career Education
042	Regents Sequential Mathematics II Exam		
043	Regents Sequential Mathematics III Exam	090	Language Assessment Battery – Reading
044	Regents Mathematics A	092	Language Assessment Scales – Reading
045	Regents Mathematics B	096	Other ESL Test or NRT – Reading (LEP)
046	Regents Earth Science Program Modification	098	NYC Reading and Writing
047	Regents Earth Science	100	SED Approved Test (variance)
048	Regents Biology		
049	Regents Chemistry		Approved Alternatives – RCT Tests
050	Regents Physics	101	ACT Reading Test
051	Regents Global Studies	102	ACT English Test
052	Regents U.S. History and Government	103	ACT Mathematics Test
053	Regents in French	104	ACT Science Reasoning
054	Regents in German	110	SAT I Verbal
055	Regents in Hebrew	111	SAT I Mathematics

Assessment Measure Codes (continued)
2000 – 01

	Approved Alternatives – Regents Examinations	200	Regents Physical Setting/Earth Science
112	SAT II Writing/English Composition (pre 7/1/99)	*201*	*Regents Physical Setting/Chemistry*
113	SAT II Literature (pre 7/1/99)	*202*	*Regents Physical Setting/Physics*
114	SAT II Mathematics Level I (pre 7/1/99)	203	Regents Global History and Geography
115	SAT II Mathematics Level II (pre 7/1/99)		
119	AICE English Examination		
120	AP Language and Composition		
121	AP Literature and Composition		
122	IB English A1 Standard Level		
123	IB English A1 Higher Level		
124	IB Mathematics Studies Standard Level		
125	IB Mathematics Methods Standard Level		
126	IB Mathematics Studies Higher Level		
127	AICE Mathematics Examination		
128	AP Calculus AB Examination		
129	AP Calculus BC Examination		
130	IGSCE		
131	SAT II Mathematics Level IC		
132	SAT II Mathematics Level IIC		
179	SAT II Biology (grade 9 prior to 1999-2000)		
180	SAT II Chemistry		
181	SAT II Physics		
182	SAT II WorldHistory/EuropeanHistory(pre 98-99)		
183	SAT II AmericanHistory&Soc Studies(pre98-99)		
184	SAT II French Listening and Reading		
185	SAT II German Listening and Reading		
186	SAT II Modern Hebrew		
187	SAT II Italian		
188	SAT II Latin		
189	SAT II Spanish Listening and Reading		

NOTE: Tests and codes not used in LEAP reporting are printed in unbolded italics.

Standard Met codes
2000 – 01

NY State ELA & Mathematics Assessments (Grades 4 & 8)	
21	Level 1
22	Level 2
23	Level 3
24	Level 4
07	IEP (Individualized Education Program) stipulates use of Alternate Assessment
08	ELL alternative assessment (ELA only), or ELL exempt for mathematics
96	For students who refused to take the test
97	No test score due to administrative error
99	Absent, no test score

Grades 4 & 8 Alternate Assessment for severely disabled students	
21	Level 1
22	Level 2
23	Level 3
24	Level 4
97	No test score due to administrative error

Grade 4 Science Objective Test	
01	Scored below standard (raw score<30)
02	Scored at or above standard
07	IEP (Individualized Education Program) stipulates use of Alternate Assessment
08	ELL exempt
11	Scored below standard using test modifications
12	Scored at or above standard using test modifications
96	For students who refused to take the test
97	No test score due to administrative error
99	Absent, no test score

Grade 4 Science Performance Test	
00	no applicable standard
07	IEP (Individualized Education Program) stipulates use of Alternate Assessment
08	ELL exempt, no standard
96	For students who refused to take the test
97	No test score due to administrative error, no standard
99	Absent, not tested, no standard

Standard Met codes (continued)
2000 – 01

Grade 8 Social Studies and Science (to be used in 2001-02)	
01	Scored below standard
02	Scored at or above standard
07	IEP (Individualized Education Program) stipulates use of Alternate Assessment
08	ELL exempt
96	For students who refused to take the test
97	No test score due to administrative error, no standard
99	Absent, not tested, no standard

Regents Competency Tests or Approved Alternatives	
01	Scored below SRP on reading; below 65% on all other RCT 's. Scored below standard on an approved alternative assessment.
02	Scored at or above SRP on reading; at or above 65% on all other RCT 's. Scored above on an approved alternative assessment.
11	Scored below SRP on reading, below 65% on all other RCT 's using test modifications
12	Scored at or above SRP on reading; at or above 65% on all other RCT 's using test modifications
99	Not Tested

Career Education Proficiency Examinations or Approved Alternatives	
01	Scored below 65%
02	Scored at or above 65%
11	Scored below 65% using test modifications
12	Scored at or above 65% using test modifications

Second Language Proficiency Exams or Approved Alternatives	
01	Scored below 65%
02	Scored at or above 65%
11	Scored below 65% using test modifications
12	Scored at or above 65% using test modifications

Regents Examinations or Approved Alternatives	
01	Scored below 55
02	Scored 55 – 64
03	Scored 65 – 84
04	Scored 85 – 100
07	Cohort members eligible for the safety net who are using a RCT to demonstrate competency
99	Not Tested

All Alternative Assessments (including ELL, AP, Variances)	
01	Alternative assessment standard not met
02	Alternative assessment standard met
11	Alternative assessment standard not met using test modifications
12	Alternative assessment standard met using test modifications

Assessment Language Codes
2000 – 01

00	English	11	Hebrew	22	Russian
01	Albanian	12	Hindi	23	Serbo-Croatian
02	Amharic	13	Italian	24	Spanish
03	Arabic	14	Japanese	25	Tagalog
04	Burmese	15	Korean	26	Thai
05	Chinese	16	Khmer	27	Turkish
06	Farsi	17	Lao	28	Urdu
07	French	18	Malay	29	Vietnamese
08	German	19	Polish	98	Assessment not available in Native Language
09	Greek	20	Portuguese		
10	Haitian Creole	21	Romanian	99	OTHER

Funding Source Codes
2000 – 01

A	Pupils with Compensatory Educational Needs, State Set-aside (PCEN)	L	ELL General Aid (Part 154)
B	Two-way Bilingual Education Program	M	Other Federal Program
C	Incentive Grant to Improve Pupil Performance	N	Local Assistance (Tax Levy) Program
D	Other State Program	O	Mentor Program
E	IASA Title I Part A	R	IDEA
F	IASA Title I Part C (Migrant)	S	Goals 2001
G	IASA Title VI (formerly Chapter 2)	V	ASA Title VII Emergency Immigration Education Assistance

2000 – 01 LEAP Record Layout

Positions 1 – 30

BEDS Code	Year	Bldg. Status	Funding	Student ID Number
(Use '0999' as last four digits for students serviced out-of-district; use 0888 as last four digits for home-schooled students.)				

Positions 31 – 60 | **61 – 62**

Date of Birth	Grade Level	Gender	Ethnicity	Poverty	Population	Mobility	Disability	Program Services	Level of Integration	Service Provider (12 digit BEDS code) Complete for students placed out-of-district	ELL Status	Y/n enrolled in BE or ESL pgm
Y Y Y Y M M D D												

	Subject	Measure	Assmt Language	Date of Administration (Y Y Y Y M M)	Score	Standard Met
1st Assessment 63 – 79						
2nd Assessment 80 – 96						
3rd Assessment 97 – 113						
4th Assessment 114 – 130						
5th Assessment 131 – 147						
6th Assessment 148 – 164						
7th Assessment 165 – 181						
8th Assessment 182 – 198						
9th Assessment 199 – 215						

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